REPORT RESUMES

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REDEVELOPMENT OF A CURRICULUM FOR SOCIALLY MALADJUSTED AND EMOTIONALLY DISTURBED CHILDREN WITH A COROLLARY OF TEACHER TRAINING.

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DESCRIPTORS- *CURRICULUM GUIDES, *SOCIALLY DISADVANTAGED, *EMOTIONALLY DISTURBED, *EVALUATION, GRADE 7, EXPERIMENTAL SCHOOLS, TEACHER EDUCATION, TEACHING TECHNIQUES, DISCIPLINE PROBLEMS, *COMPENSATORY EDUCATION PROGRAMS, NEW YORK CITY, ESEA TITLE I PROGRAMS

THE MAJOR SHORTCOMINGS OF A CURRICULUM GUIDE, "WHAT IS A CITY," PREPARED FOR SEVENTH GRADERS IN SPECIAL SCHOOLS FOR SOCIALLY MALADJUSTED AND EMOTIONALLY DISTURBED CHILDREN WERE THE PSYCHOLOGICAL INSENSITIVITY OF SOME OF THE CONTENT AND THE OMISSION OF SUGGESTED TECHNIQUES FOR CLASSROOM MANAGEMENT OF DIFFICULT BEHAVIOR. GUIDELINES FOR IMPROVING BOTH THE GUIDE AND THE EFFECTIVENESS OF THESE SPECIAL SCHOOLS ARE OFFERED--(1) A "HUMAN CENTERED" CURRICULUM (SIMPLIFIED PSYCHOLOGY, ANTHROPOLOGY, AND ETHICS COURSES) SHOULD BE TAUGHT, (2) CAREFULLY SELECTED STUDENTS SHOULD BE GIVEN PAID SERVICE ROLES IN PRESCHOOLS AS CASE AIDES, (3) PROGRAMED INSTRUCTION SHOULD BE INTRODUCED TO COUNTERACT THE STUDENTS' "ANTI-LEARNING" FEELINGS AND TO OFFER THEM AN OPPORTUNITY FOR MORE SUCCESSFUL ACADEMIC EXPERIENCES, AND (4) TEACHER TRAINING COULD BE GREATLY IMPROVED BY DEMONSTRATION CLASSROOMS UNDER A MASTER TEACHER AND BY MAKING A CURRICULUM REFERENCE LIBRARY AVAILABLE. THE AUTHOR BELIEVES THAT THE ADMINISTRATION SHOULD BE MORE FLEXIBLE SO THAT SOME OF THE SUGGESTIONS IN THE GUIDE, AS THOSE FOR COMPREHENSIVE CLASSROOMS AND TEAM TEACHING, COULD BE IMPLEMENTED. THE MATHEMATICS, MUSIC, ART, AND AUDIOVISUAL PROGRAMS WERE ESPECIALLY PRAISED. (NH)

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REDEVELOPMENT OF A CURRICULUM FOR SOCIALLY MALADJUSTED AND EMOTIONALLY DISTURBED CHILDREN WITH A COROLLARY OF TEACHER TRAINING.

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August 31, 1966

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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* Note to readers:

In February of 1966 the Board of Education passed a resolution changing the name of the "600" schools to Special Schools for the Socially Maladjusted and Emotionally Disturbed.

However, to avoid confusion between this type of school and other types of Special Schools, such as those dealing with the physically handicapped, retarded or the severely mentally ill, the designation "600" school will be retained throughout this report.

EVALUATION OF TITLE I PROJECT

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CHAPTER I. INTRODUCTION

During the past decade there has been a growing concern in the community at the alarmingly high incidence of emotionally disturbed and/or socially maladjusted children. Ten per cent of school children throughout the country have been estimated to require clinical help by virtue of their emotional disturbance.

A wide variety of special facilities have opened in an attempt to rehabilitate children whose emotional disturbance and/or social maladjustment prevents their adaptation to the large public school classrooms. Such facilities include special private schools and/or residential centers, day treatment centers, special schools for emotionally disturbed children and special classes in the public schools.

While each of these settings varies in its approach to the problem of educating these children, all are committed to the common goal of increased understanding by the teacher of the nature of the child's disorder and the search for effective techniques of reeducation. The approach of the educator is very much influenced by the setting within which he functions.

In an effort to meet the special educational needs of a large group of emotionally disturbed and socially maladjusted pre-adolescent and adolescent boys and girls who were unable to adapt to the large classes and settings of the New York City public schools, the Board of Education of the City of New York established the Bureau for the Education of Socially Maladjusted Children.

The first experimental "600" school was founded in May, 1946. From the original seven schools which were part of the first experimental project, the "600" schools have expanded to a current population of 31 schools which contain a pupil population of approximately 5,200. The "600" schools are to be found in day schools, psychiatric hospitals, residential and day treatment centers, remand centers and institutions.

A. Characteristics of Child Population

The "600" schools admit children who have evidenced "a history of repeated disruptive and aggressive behavior, extensive in scope and serious in nature."[1] Their behavior has been characterized as "defiant, disruptive, disrespectful and hostile to all authority."[2]

Most of the children live in low socio-economic areas, many coming from welfare or low-income families. There is a high percentage of Negro and Puerto Rican children. A majority of the children might be described as behavior disorders or pre-delinquents. They have great difficulty in controlling impulses. Feelings of deprivation and anger are common. They have little capacity for delayed response and are primarily oriented to the here and now. They are often suspicious, anti-social and anti-authority.

While the children who are admitted into the "600" schools are not mentally retarded, a large proportion have extensive learning problems and low school achievement

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1. Committee Study June 1964 to February 1965, A Report to the Superintendent of Schools, Board of Education of New York City, "600" Schools, Yesterday, Today & Tomorrow. p. 17.

2. Ibid. p. 1.

levels with consequent sense of failure and low self-esteem. They have sometimes been described as "more disturbing than disturbed." Whatever the origin, nature or severity of the child's problems, they are undoubtedly complicated by membership in minority groups.

B. Philosophy and goals of "600" school curriculum

The philosophy of the "600" school program is based on the consistent conviction that no matter how severe their problems are, these children can be rehabilitated through a program of special education.

Bearing in mind that these children have not succeeded in the conventional pattern provided in the regular schools, the "600" school curriculum is geared to providing:

> "a bridge by which the school utilized the experiences of the students and of the social and economic life around him in a sustained effort to correct the deviant characteristics and redirect his abilities and energies toward better patterns of personal and social adjustment and higher levels of academic achievement; it is a means not an end. It must be carefully contrived, periodically evaluated and regularly revised."[1]

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[1] Ibid., p. 30.

Such a curriculum should create a daily life in school in which each educational experience provides the child with a sense of achievement and self-worth. In addition, to serve a rehabilitative function the curriculum must be carried out in a way that will help the child to develop better inner controls.

C. Objectives of Title I Project

The current project "Curriculum Development and Teacher Training Program for Socially Maladjusted and Emotionally Disturbed Children" is part of an ongoing search on the part of the New York City Board of Education for new and better ways to educate that group of emotionally disturbed and socially maladjusted adolescents (grades 5th through 12th, ages 10 to 16) attending the "600" schools.

It represents part of a continuous reevaluation process that is necessary and inherent in all special education programs geared to improving the total process of educating these very troubled and troublesome children.

As part of this search participants in this Title I Project prepared a Curriculum Bulletin designed to inspire maximum participation by the children in the learning process. This was done by devising a series of educational experiences in the nine major subject areas through which the children would hopefully achieve a sense of personal worth which could then serve to redirect anti-social behavior into personally and socially constructive channels.

The first phase of this challenging project was undertaken in the summer of 1966. It consisted of writing an improved curriculum for the "600" schools based on a resource unit centering around a theme "What is a City?" and geared to seventh grade children. It is this phase that will be evaluated in this report.*

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* A first draft of a similar curriculum bulletin was prepared the previous summer (1965) by the Bureau for Education of Socially Maladjusted Children. Its overall structure was used as a framework for the current version.

CHAPTER II

THE PROCESS OF ORGANIZING AND STRUCTURING THE CURRICULUM DEVELOPMENT PROJECT

A. History

In the spring of 1966 an application was submitted by Bernard E. Donovan, Superintendent of Schools, City of New York, to the Coordinator for Title I of the Elementary & Secondary Education Act, State Education Department, Division of Educational Finance, Federally Aided Programs, Albany, New York.

This application was prepared and written by Dr. Kathleen Lolis, Research Assistant, Bureau of Educational Research and Mr. Sidney Lipsyte, Director of Bureau for the Education of Socially and Emotionally Maladjusted Children.

The impetus for this grant application was a recommendation by the "Committee on the '600' Schools," the findings of which were published in their Committee Study, June 1964 to February 1965, entitled "600" Schools, Yesterday, Today & Tomorrow: A Report to the Superintendent of Schools, Board of Education of New York City."

Recommendation:

> "Strengthen procedures for more effectively adapting the regular school curriculum to the very special individual interests, needs and abilities of "600" school pupils, placing as much stress on how these pupils learn as on what they learn."[1]

The committee's report further suggested a procedure to implement the above recommendation.

> "The Office of Curriculum & Evaluation, with the assistance of members of the appropriate Bureaus and school staffs, will develop a Curriculum Guide to assist teachers in adapting and modifying the regular school curriculum. The regular school curriculum must furnish the basic framework because the goal must almost always be to return a maximum number of these pupils to the regular school. The CURRICULUM GUIDE will spell out more clearly for the "600" school teacher, the methods, techniques, materials and procedures to be used in working with these pupils toward objectives similar to and different from those established for pupils not handicapped by emotional disturbances and social maladjustment."[2]

The Office of Curriculum & Evaluation referred to in the first sentence above served the function of obtaining approval of the project from the Superintendent of Schools, through Dr. Joseph Loretan, Deputy Superintendent of Schools.

The two "appropriate Bureaus" referred to above are the Bureau of Curriculum Research (Dr. Bristow)

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1. Ibid., p. 27.
2. Ibid.

and the Bureau for Education of Socially & Emotionally Maladjusted Children (Mr. Lipsyte).

Approval for this grant proposal was received in April 1966 by Dr. Bernard E. Donovan, Superintendent of Schools of the Board of Education, City of New York. The first phase of this project was initiated in May 1966 by Mr. Sidney Lipsyte, Director of Bureau for Education of Socially Maladjusted Children who served as the Project Coordinator.

B. Procedure: Action Plan

1. Selection of participants

This project was executed in two parts: (1) teacher training program and (2) writers' committee.

Teachers who participated in the first phase (teacher training program) were selected from four schools ranging from the earliest to the most recently established "600" schools. They were selected by the principals of these four schools on the basis of their expertise in specific subject areas.

Selection included teachers with varying amounts of experience. The younger teachers were included in order to incorporate into the final document some of the issues and questions with which they were struggling. The older teachers were included in order maximally to utilize those curriculum practices they had found most useful in their own experience with these children, as well as to ascertain whether they had the necessary psychological insights required to work with these difficult children in modified and newer ways.

Writers who participated in the preparation of the Curriculum Guide were selected by principals as follows: ten teachers from four schools plus the principal and assistant principal of each school. Writers' Committee also included some members who were not in the "600" schools. This group was included because they were familiar with the special problems of the disadvantaged and culturally deprived child, their knowledgeability of normal child development and their special interest and skill in new possibilities of educating these children.

The total number of writers was 19. The median age of the writers was 35-40.

A clinical psychologist, Mr. Marvin Greenstein, who is Psychologist Supervisor and currently Acting Assistant Director of the Bureau of Child Guidance, was included in the Writers' Committee in order to provide a background of clinical understanding of learning disabilities, as well as to assist the teachers in formulating what constituted a therapeutic milieu in the classroom. He served as author of the Foreword of the Curriculum Guide, which is entitled "The Therapeutic Curriculum."

2. Organization of Teacher Training Sessions & Writers' Committee Meetings

Following the selection of participants, who were paid for the time in accordance with a pay scale determined by the Business Administration Office of the Board of Education in collaboration with the Coordinator of this Title I Project (Mr. Lipsyte), meetings began in May 1966.

During May 1966 there were two meetings of the Writers' Committee preparatory to the Teachers' Training Program. Following this, all participants met during the first phase of this project on three Saturdays, June 11, 18, 25 at the headquarters of the Board of Education, 110 Livingston Street, Brooklyn, New York.

Teachers' training sessions met each of these three days during the mornings. Agendas of these teachers' training sessions are attached (Exhibit A).

Agendas included:

1. Introductory remarks by Mr. Lipsyte as Director of Bureau for Education of Socially Maladjusted Children.

2. Speakers - invited specialists in clinical psychology and learning disabilities as well as in specific curriculum areas such as art, audio visual aids.

3. Breakup of larger group into small committee meetings for purposes of discussion, such discussion to provide a "grass roots" feedback to Writers' Committee.

At the June 11th meeting committees met by curriculum areas; June 18th and 25th meetings by random selection in order to guarantee a broader feedback.

4. Recall of whole group for digest of feedback reports of each committee.

Following the first meeting on June 11th, during the two subsequent meetings held on June 18th and 25th, separate meetings of supervisors and teachers were held at the request of some teacher participants who felt they could speak more freely in the absence of principals and supervisors.

Minutes of the three teacher-training sessions were kept by recorders, mimeographed and distributed to participants (Exhibit B).

Following each of these three morning training sessions, the Writers' Committee met during the afternoons to discuss the overal planning of this Curriculum Guide.

3. Writing of Curriculum Guide

At the third and final teacher training program held on Saturday, June 29th, the Writers' Committee met in an afternoon session to make arrangements for the actual writing of the Curriculum Guide. Plans were made to meet in specific subject area sub-committees throughout the month of July with a deadline for completion of reports of August 1st. Deadline for completion of entire Curriculum Guide was set for August 26th.

During the month of July these separate sub-committees met on the 9th floor of the offices of the Board of Education, 110 Livingston Street, Brooklyn, New York, to prepare their separate sub-sections of this Curriculum Guide.

Reports were then submitted to Mr. Lipsyte who served as Editor. He worked throughout the month of August. Mr. Lipsyte's function was to eliminate repetitions, organize the document, arrange for rewriting wherever necessary and prepare the Guide for final publication.

CHAPTER III

EVALUATION OF THE WRITING PROCESS

A. Sequence of Action Stages

The first stage of this Title I Curriculum Development Project was a series of three meetings of selected teachers as part of the preparatory teacher training program.

The purpose of arranging the three teacher training sessions first was to provide the writers with a consensus of the experiences and recommendations of this "grass roots" group of "600" school teachers.

The second stage consisted of meetings of selected writers who met first as a whole group and later in specific subject area committees. The writers decided to center the Curriculum Guide around one major resource unit that would be of great interest to the children about life in New York City entitled "What is a City?" This unit was to be especially geared to seventh grade children.

The seventh grade was chosen as the pivotal grade for a number of reasons. The largest number of classes in the "600" schools are seventh grade classes. From a psychological and curricular viewpoint, this grade represents an important transition in the school life of the children. The large amount of accumulated academic retardation in language arts, particularly reading and speech and mathematics skills becomes particularly critical at this juncture. There is a difference in school operation with greater compartmentalization or departmentalization. There are a large number of holdovers in this grade, many operating at an achievement level several grades behind.

1. Evaluation of Teacher Training Sessions

The major portion of the teacher training sessions was spent listening to a qualified guest expert in a particular curriculum area. The speakers presented a generalized overview which did not provide sufficient specific structure either for discussion or for the specific task of this project, namely the writing of the Curriculum Guide. Few of the suggestions or proposals made by the teacher participants in these training sessions were actually incorporated by the writers into their final subject area units.

2. Recommendations:

a. Reversal of sequence: It is suggested that in any future writing projects of this nature the first phase should consist of a first draft prepared by the writers of their separate sub-sections. This could then be followed by a meeting with the teachers of this subject area for discussion and/or revision. Such a prepared and structured, though tentative presentation, would gear the discussion to the writing task much more effectively. It would provide the structured framework for the type of workshop arrangement that was intended and would encourage discussion directly relevant to the writing task.

b. Group meetings of teachers by subject area: Group meetings of teachers would then consist only of the teachers of a specific subject area for the purpose of discussing this tentative draft. For example, science teachers would meet with the writer of the science unit. This would result in greater conservation and economy of time through maximal use of each teacher's specialty. In addition, it would result in a greater incorporation of the suggestions made by the teachers through channeling these to the group leader who would be the writer of this section of the Curriculum Guide.

B. Reevaluation of "return to public schools" as Goal of "600" Schools

Based on the rationale that "the main goal of the '600' schools is to return the child to the mainstream of the public school system"[1], it was suggested to the writers early in the course of this project that they "use the regular school curriculum as the basic framework"[2] and draw on the regular Board of Education curriculum manuals for their major ideas.

1. Recommendation

Whether the return of the child to the regular school where he has experienced his major failure is the most desirable or highest priority therapeutic objective, is open to question. This issue should be reviewed on a policy level and this stated goal reevaluated, particularly in view of the fact that many of these children seem to do well in the smaller classes of the "600" schools but resume their difficulties when they return to the regular public schools.

In the meantime, whether or not this policy is continued, it would seem that the maximal development of a fresh and creative approach to curriculum for these children is somewhat restricted by requiring that the writers utilize the regular school curriculum as the framework for this new effort. Such a requirement, even though suggestive rather than mandatory, does not provide the pioneering climate necessary for a resourceful, imaginative and daring new approach. It inhibits the writers from venturing into totally unexplored and fresh ways of teaching where the old and traditional ones have failed. It also has the effect of restricting the scope of source materials used by the writers.

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[1] Ibid., p. 27.

[2] Ibid.

2. Recommendation

It is therefore recommended that the implied restriction inherent in the directive to use Board of Education bulletins as the major source of reference for the curriculum writing project be revised.

C. Need for exploratory survey of professional literature preparatory to writing

The organization of an educational program for the children in the "600" schools should be preceded by a review of the current literature of approaches which have been successful in meeting the problems posed by these children. Examination of the various experiments with troubled children indicates a wide range of underlying philosophies varying from the psychoanalytic approach in a permissive atmosphere (Bettelheim), the therapeutic milieu (Redl, LaVietes), psychoeducational approach (Morse), the structured approach (Haring & Philips, Cruikshank).

1. Survey of curriculum materials

A complete and thorough investigation of all curriculum bulletins, syllabi and materials published throughout the country should precede the first stage of writing a new curriculum.

This would serve the dual purpose of (1) avoiding duplication of effort as well as (2) maximal utilization of current curriculum efforts in this field. Following such a survey, the creative and intellectual energies of the writers could then be focussed on modification and/or adaptation of what is most suitable for the child population of the "600" schools. It would also help to fill in the gaps in the research. For example, a series of excellent albums of oversize photographs dealing with city life has already been published as part of a series of "Urban Education

Studies."[1] In addition to the rich assortment of photographs of life in the city, this series contains teachers' guide questions and a vast array of highly stimulating language arts and social studies experiences and activities of vital interest to the age group in the "600" schools.

The Ford Foundation has sponsored a variety of efforts in curriculum revision for hitherto educationally deprived children, the results of which will soon be published. Hunter College has published similar material and is currently preparing additional curricula.[2,3] Students in training at Queens College worked with a group of volunteer ghetto children and devised a number of interesting and creative projects for working with these children.[4]

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1. Betty Atwell Wright, Urban Education Series, The John Day Company, New York, 1965.

2. Hunter College Project, TRUE (Teachers & Resources for Urban Education): Education and the Metropolis: A Book of Readings by Harry L. Miller & Marjorie B. Smiley, N. Y. The College, 1964.

3. ______________________________: Urban Education, An Annotated Bibliography, N. Y. The College, 1963

4. Leonard Kornberg, Bridges to Slum-Ghetto Children, Department of Education, Queens College, 1961.

2. Survey of related research

The vast number of ongoing and completed research studies related to the education of the emotionally disturbed and/or socially maladjusted child should be surveyed in order to formulate a theoretical framework for curriculum selection and to translate the findings of research from the behavioral and social sciences into practical applications for the education of the "600" school population. Such a survey should include:

a. Literature on child development highlighting the special needs, characteristics and interests of the age group (12-14 year olds) towards which this Curriculum Guide has been geared, should be studied. Psychological, emotional and social characteristics of the "average" or "normal" 12-14 year old should be explored with special emphasis on hobbies, group interests and how these can be incorporated into learning experiences.[1,2,3]

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1. Arnold Gesell, Frances L. Ilg & Louise B. Ames, The Years from Ten to Sixteen, New York: Harper & Bros. 1956.

2. A. T. Jersild, Psychology of Adolescence, Macmillan, N .Y. 1957.

3. G. G. Thomson - Social Values in Adolescence.

b. Literature on juvenile delinquency (Aichorn, Kvaraceus), adolescent gangs and group life[1] gathered by social workers, group workers, recreation leaders and educators should be surveyed in order to formulate techniques of engendering the group process in the classroom. The findings of experienced group workers can be explored in order to determine how best to utilize the inherent structure of the adolescent group, rules and codes, selection of leaders and followers to solidify the learning atmosphere.

c. A review of major learning and motivational theories should be conducted in order to assess the applicability to this population of children.[2,3]

d. A study of the literature on special education of the emotionally disturbed child should be conducted in order appraise some of the wide variety of suggested approaches to curriculum (Morse, Knoblock, Leton, LaVietes, Hobbes). A beginning exploration into how psychoanalytic principles can be translated into educational practices

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1. William F. Whyte, Street Corner Society

2. Yeshiva University, Ferkauf Graduate School of Education, Proceedings of Third Annual Invitational Conference on Urban Education: After School Integration, What? May, 1964.

3. ____________________________, Proceedings of Fourth Annual Invitational Conference on Urban Education: Environmental Deprivation and Enrichment, April 26, 1965.

is currently being undertaken at the Reiss-Davis Clinic.[1]

e. A complete and thoroughgoing search of the files of the Behavioral Sciences Section of Science Research Associates, Smithsonian Institute, Washington, D.C., as well as a survey of recent issues of Research Relating to Children[2] should be made to explore the results of similar curriculum writing projects conducted throughout the country.

D. Need for Survey of Facilities

A series of intensive visits might then be conducted to some of the outstanding facilities throughout the country. Such visits might include observation of classrooms and consultation with faculty. Curriculum guides, administrative manuals and literature for teachers could be obtained which would contribute to the enrichment of the Curriculum Guide.

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1. Rudolf Ekstein and R. L. Motto, Psychoanalysis and Education, Reiss-Davis Clinic Bulletin, Los Angeles, California, published twice annually, 1964 to date.

2. U. S. Department of Health, Education & Welfare, Children's Bureau, Clearinghouse for Research in Child Life, Research Relating to Children, published annually.

E. Use of Special Consultants

> "The most imaginative, daring and far-seeing educational experts should be invited to participate in the important task of developing academic curricula for these schools that would be second to none."[1]

The Project Coordinator might then meet with some of the oustanding experts in the field of special education (Kvaraceus, Redl, Bettelheim, Reissman, Clark, Wilkerson, Riesse, Morse, Rhodes, Hobbes, Gordon, Newman) to discuss and evaluate the variety of approaches observed.

F. Survey of "600" School Practices

An intensive observation of the best "master" teachers in the "600" school system could then follow in order to observe those teaching practices that have been most successful with this school population.

The findings of all of these observations could then be integrated into the final document for teachers.

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1. Harlem Youth Opportunities Unlimited. Youth in the Ghetto: A Study of the Consequences of Powerlessness and a Blueprint for Change, N. Y. Haryou , 1964.

G. Summary of Recommendations in Chapter III

1. Stages of writing process should be reversed with writing of draft before meetings with teachers.

2. Teachers of one subject area should meet only with the writer of this area of the Curriculum Guide in order to discuss the contents of the first draft.

3. An exploratory stage should precede the actual writing of the new Curriculum Guide. Such an exploratory stage should consist of:

a. thoroughgoing national survey of professional literature.

b. observation of selected facilities throughout the country by the Project Coordinator.

c. consultation with experts and innovators.

d. observation of "600" school master teachers.

e. synthesis of most effective educational innovations into a series of theoretical principles and classroom practices to be included in the first draft of the Curriculum Guide.

CHAPTER IV

EVALUATION OF CONTENTS OF CURRICULUM GUIDE

The Curriculum Guide is divided into eight chapters plus a bibliography.

Chapters I to IV deal primarily with the structure and organization of the "600" schools. The contents of these chapters were briefly discussed in the Introduction to this Evaluation Report (p. 5-10).

This section will review the Foreword to the Curriculum Guide plus the following curriculum areas: Language Arts, Social Studies, Mathematics, Music, Art, Science, Health Education, which constitute Chapter VI of the Curriculum Guide. Audio Visual (Chapter VII and Guidance (Chapter VIII) will then be evaluated.

FOREWORD

"THE THERAPEUTIC CURRICULUM"

Summary

The 16-page foreword to the Curriculum Guide begins with a statement that the function of education is to transmit culture from the older to the younger generation. The author makes an inspiring plea to grant all children the right to a high quality of education.

He attempts to define therapeutic curriculum in terms of the two new patterns of: (1) understanding the difficulties of the children and (2) extending the limits of tolerance of teachers and of schools. He discusses prospects for changing the behavior of children citing that even small changes have an impact. He suggests that the Special School changes the current reality of the child by providing him with a new opportunity for success rather than failure.

Evaluation

Need to delineate specific child population in the "600" schools

While the characteristics of the child population are spelled out in Chapter II of the Curriculum Guide, the Foreword should suggest a clearer definition in terms of clarifying the degree to which the children are "emotionally disturbed" or "socially maladjusted." The role of cultural factors contributing to the child's emotional and cognitive style should be discussed in greater detail.

Based on his belief that pathology underlies failure, the author spans all "special" children in the Foreword. A large section is devoted to a discussion of the physical bases for failure. Since services for children with physical and/or health handicaps are provided outside of the "600" school system, through the Office of Special Services, Bureau for Education of Physically Handicapped, Bureau for Education of Visually Handicapped, Schools for Deaf and "400" (Hospital) Schools, the stress on this cause of the children's difficulties seems of relatively minor importance in a document devoted to the child population of the "600" schools.

Deprivation with the consequent overload of anger and violence, social ostracism due to the effect of discrimination and prejudice towards Negro and Puerto Rican children and consequent feelings of alienation from the mainstream of society and the school as its spokesman, would be some of the major emotional difficulties contributing to the child's school problems and consequent placement in the "600" school. For this reason, it would seem that the psychological and social factors should have received greater stress in this Foreword.

Attempt to minimize differences

The author minimizes the "specialness" of the "600" schools. He states that the Special School is therapeutic because it permits:

> "opportunity for close relationships and increased mutual understanding, flexibility, variety of materials, availability of clinical specialists and freedom to experiment."

Granted that these characteristics are true of the "600" schools, they would also characterize many good private schools for "normal" children.

The author states:

> "The difference between the Special School and the regular school is not one of differing values or expectancies: rather it is a difference in the amount of time and energy that can be expended on behalf of each child in introducing him to the experiences that might serve to dispel culturally determined resistances to learning.
>
> "There is nothing in the philosophy of the therapeutic curriculum or in the content or methodology outlined in this Bulletin generally that is strange." (p. 15)

If one accepts these premises of the author, the necessity for writing this special Curriculum Guide would be obviated. In actuality, there are differing values and expectancies that are part of the philosophy of the "600" schools. It is not just the difference in the amount of time and energy and more attention that these children need, but a special kind of attention based on an understanding of behavior and learning difficulties which can lead to sophisticated strategic techniques of intervention to change feelings and actions of the children. The "600" schools have specific rehabilitative objectives and the curriculum is one powerful instrument for achieving these. For this reason, new concepts and approaches have been formulated and proposed in this Curriculum Guide and supplemented in this Evaluation Report.

Need for formulation of definition of therapeutic education

The Foreword to this Curriculum Guide should make some attempt to formulate a philosophy and definition of therapeutic education. The need for careful selection of teachers to carry out a program in which the teacher-child relationship is an essential rehabilitative tool, should be included in such a discussion. The need for careful grouping and cautious selection of combinations of children who would affect each other constructively should be discussed. New methods of control, group management, teacher-child communication and reduction of anxiety, in order to effectively help these children in the classroom, should be evaluated. Directions for sensitive selection of programming and curriculum content based on insight into the emotional life of the child and the influence of feelings on behavior and learning, should be suggested. Some of the causes of resistance to learning and an approach to reducing these should also be included.

Rather than minimizing the differences between these children and those in regular schools, or the differences between the "600" school and the regular school, it would be more helpful to acknowledge these and devise directions for solutions geared to what is special to this population.

Summary of Evaluation of Foreword

While a separate chapter is devoted to the characteristics of the child population, the foreword should include a description of the range of the children in the "600" schools.

A definition of therapeutic education and some approaches to rehabilitation should be proposed. Some of the important issues of teacher selection, group management and techniques of anxiety reduction in the classroom should be included.

The behavior of the children has created difficulties for themselves and for the school. It is unrealistic to interpret such behavior as an asset, as the author does (p. 15 of Foreword). While the curriculum certainly utilizes and builds on the strengths of the children, their difficulties brought them to the "600" school and these need to be faced.

The major strength of this Foreword is the author's genuine, persistent and inspiring conviction that these children can be helped.

LANGUAGE ARTS

Summary

The Introduction to this section notes the special factors in language development of socially maladjusted and culturally disadvantaged children. Difficulties in aural perception and language, retention and memory, meanings and concepts, speaking are described in detail and implications for instruction are suggested.

An approach to reading is suggested which calls for a developmental sequence of reading skills. Methodology and materials, techniques of diagnosis and evaluation are proposed. An individualized approach to reading, particularly through experience charts, is recommended. Writing skills are suggested as part of the other areas of language arts, listening, speaking, reading. A series of speech activities are suggested. The section concludes with a description of the uses of the library as a learning laboratory.

Evaluation

The introduction to this section takes ample cognizance of the psychological factors that frequently cause absence of oral communication. It indicates correctly that such paucity is often an expression of hostility or self-consciousness, accompanied by the child's feelings that his experiences and styles are not valued in school. It would therefore appear that the key to a successful language arts program would be to open the channels for self-expression, through teacher encouragement and appreciation of all of the child's oral and written expressions.

Classroom climate to encourage language expression

Crucial to carrying out such a program is the climate of the classroom.

The focus on "unsuitability of street language" or the need to "stress eliciting complete sentences and correcting usage in oral expression" that is suggested in this section does not seem to provide the greatest possible incentive to reduction of barriers to communication. Overstress on niceties and correctness of speech often provide an added barrier to the child's already overloaded aversion to verbal communication in school. Granted that there is an important time and place for bringing in the skills of suitability and correctness, the time for such stress should be when correctness is displayed and can be praised.

Any form of denigration of the language patterns native to the lower class should be avoided. Children hold very strong ties to this language that allows them to communicate to parents and friends. To disparage it is assaultive to the person of the child.

An alternative method of sensitizing children to nuances of speech that is less personalized than correction of his own speech would be to listen to tape recordings of different styles and dialects of speech throughout this country - south, north, hillbilly, Brooklyneese, midwest, the Harvard Professor or Shakespearean actor. The children might then discuss whether there are any values to one style of speech as opposed to another.

The Language Arts section puts much stress on the difficulties the children have in listening. Granted that it is important for children to learn to listen, it is perhaps of greater importance for the teachers to learn to listen in order to find those aspects of the child's life that are of greatest significance to him. These can be used in turn to help him learn. Primary stress should be on letting the children be heard, particularly in the beginning stages of the therapeutic curriculum.

Supplementary Suggestions

1. More vivid selection of reading material

In addition to the special school library proposed in this section, the classroom library should include a bountiful supply of books, newspapers, popular magazines of the children's choice. Magazines of masculine interest should be included, such as Sports magazines, Car and Motorcycle.

While books should be available at the reading level of the children these should have a high interest level and should not be insulting. Action and adventure stories of explorers, deep sea divers, detective stories are of great interest to pre-adolescent and adolescent boys.

Since many children are operating at earlier emotional levels, they might enjoy being read to for a few minutes a day. Perhaps a serial suspense story that would keep interest at a high level would give the children something to anticipate each day.

Class events should be recorded on attractive experience charts and bound in attractive books. The children should have opportunities to write and then read books about themselves, "A Book about Me," "My Life and Times," "My Favorite Hideaway."

Many of the children have a good sense of humor and might like to select ridiculous, hilarious or sheer nonsense poems or stories. Stories can be open ended and the children can make up a funny ending.

2. Use of newspapers in the classroom

In addition to creating their own class or school newspapers, the classroom should abound with a variety of current newspapers. A unit could be developed around the children's evaluation of the adult press. Some of the adventure and excitement of reporting news events could be brought into the program. A newspaper reporter could be contacted who would tell some of the highlights of his reporting career. If it were possible to arrange to have some children accompany a reporter on his route for the day, this would indeed add a lively dimension to the program.

Some of the ways of slanting news could be looked into. The children might analyze how different newspapers report an event, preferably one they had observed either in person or on TV. A study of the Negro press should be included. It might be of interest to see how Ebony and Life (or Look) would report the same incident with a different slant.

Any and all activities which would dramatize and bring out the excitement of events and words would add to the learning possibilities in the language arts program.

3. Creative writing and speech

All possible avenues for the children to write about themselves, yesterday, today and tomorrow should be encouraged. Topics such as "Guess Who? "Why Young People Rebel" or "What I would do in New York if I won $1,000" can be included. Origins of children's nicknames can be looked into.

Wherever possible topics should be fast moving, vivid and reflect a tempo of pleasant anticipation and suspense, creating an atmosphere of learning as an adventure. Guessing games, puzzles and charades can add spice to the reading.

and language arts program. Lessons on skills should be varied, brief and provide for repetition. The speech section contains many good topics for use with pantomime and choral speaking.

Drama and performance

The special flair for the dramatic, the need for action and bodily expression of these children suggests the possibility of forming a Theatre Arts group. Improvizations, playwrighting or planning musicals can be a collaborative effort with the music department. Some of the civil liberties activities suggested in the social studies curriculum could well be dramatized and incorporated into the creative writing aspects of language arts. Whenever possible reading material should be dramatized.

Use of typewriters in language arts program

Typing instruction should be included in the curriculum for all "600" school children (see section on Occupational Education). Reading, writing and spelling can best be taught with the typewriter. A story told by a child and then typed can provide useful reading material. Classes can write their own newspapers, type and mimeograph these for distribution. The children can type their own readers supplemented by photographs they have taken.

Conclusion

Linguistic activities, spoken and written discourse (with greater emphasis on the spoken) can lead to improved communication, decrease in alienation and higher levels of intellectual abstraction. The language arts section suggests many suitable activities but lacks a sufficiently enthusiastic flavor. It does not capture the tempo and excitement of words. The dramatic talents of the children are insufficiently utilized. No special note is made of important psychological needs of boys at this age that can be translated into specific language arts activities, for example, the need of boys for words of locomotion. The major theme of the selected Resource Unit "What is a City?" is insufficiently utilized. The Unit does not sufficiently capitalize on the store of life experiences that can be expressed in the language arts program.

The most vivid sections in this section are in the speech section.

SOCIAL STUDIES

Summary

The introduction to this section stresses the great need for a comprehensive social studies program aimed at correcting massive social distortions and disorganization in these children. Multi-sensory approaches to the teaching of social studies are suggested via field trips, school and class stores, student councils.

Six units for carrying out the social studies curriculum are suggested: (1) "What is a City?", (2) "You are an Individual: Uplifting the Self Image of Minority Group Youth: The Negro in America." (3) "You and Your Union", (4) "You and Your Job", (5) "Transportation" and (6) "You as a Consumer."

A bibliography is appended to each unit.

Evaluation

Since the major difficulties of these children lie in the area of social adaptation, this area of the Curriculum Guide has a special therapeutic potential. Special sensitivity to the message communicated by certain content is necessary.

Readiness for democratic action

The suggestion to include student-teacher governing bodies is appropriate but should be carried out with certain precautions in terms of student readiness. In addition, the teachers who work with such student councils should be carefully selected for their skills in group work.

Avoidance of sermonizing or patronizing attitudes

The wording of the second unit title: "You are an Individual, Uplifting the Self-Image of Minority Group Youth: The Negro in America" is overwordy and patronizing in tone. Just the title "The Negro in America" would be sufficient.

Granted that there is a time and place for teaching children the obligations and responsibilities of citizenship in New York, caution should be exercised to avoid a propagandizing, moralizing or patronizing approach which continuously barrages the child with the civic duties he has to the City of New York. Greater stress should be placed on what the city offers the child by way of protection, service and recreation, particularly with deprived children.

Commandments such as:

> "You shall work industriously, persistently and perhaps ruthlessly, if you insist on prominence." (P. 1, Social Studies Unit).
>
> "You shall not be too bitter if your talents remain unknown and unwanted." (P. 2, Social Studies Unit."

constitute an obviously untherapeutic message to these children. The purpose of the curriculum is to teach the children human values, not ruthlessness. In addition, it is the obligation of the educator to make the talents of the child known and wanted, rather than to help him adjust to non-recognition.

The inclusion of this list of ten "commandments" from the book "So You Want to be a New Yorker" seems contrary to the overall tone of the rest of this Curriculum Guide.

Another confusing and patronizing statement is contained in the section on Recreation. "Each sport has its own history and heroes. We respect all, in spite of the fact that we may not like it." It is unclear whether it is the history of the sport or the heroes that the children may or may not like.

The House I Live In: Housing in relation to the realities of the child's life.

The section on housing should include a more realistic presentation of housing in the ghettos and slums of New York City. Children should be provided with an opportunity to describe their own homes (The House I Live In) and their own communities prior to being presented with descriptions such as:

> "Services in apartment buildings include elevator, incinerator, housing police, janitors and ground keepers."

Since the house the child lives in may have none of these desirable services, such statements must be qualified by adding "Some apartment buildings," or "Services should include . . " Without such qualifications, the statement is not only inaccurate but may be experienced as an affront.

Unit on "The Negro in America".

This unit has many suggestions for experiences which can enhance the self-concept and pride in belonging of the large population of Negro students (80-90%) in the "600" schools. The suggestion to include the study of civil rights represents a new direction for social participation which can result in valuable learnings for the children. The discussion of "Facts and Fictions about the Negro" and "Misconceptions about Africa" should certainly contribute to critical thinking on the part of the students.

Supplementary suggestion

For a well-rounded knowledge of the current scene the children should be familiarized with the various civil rights organizations and their different viewpoints, e.g. Core, SNCC, Urban League, NAACP, Black Nationalists. Discussions of anti-Semitism, prejudices and stereotypes in relation to other groups should also be included. The children could compose a list of common myths and discuss these. Racial and cultural stereotypes in movies, art forms, newspapers and magazines could be presented and discussed.

Inclusion of Ethical values and human relations

Whenever possible incidents which the children have observed or experienced should be discussed in terms of helping the children formulate workable criteria for evaluating what is good and bad and developing a meaningful ethic for living. Whenever current events or issues are taught, children should be given opportunities for taking sides and representing a cause.

One approach which describes derivation of ethics out of the needs of situations and individuals, as opposed to reliance on external absolutes, has been described in a recent very well-written book for children.[1]

Including discussions of ethics based on daily life experiences would serve the additional therapeutic purpose of helping the children develop a basis for internalized controls.

You as a Consumer

Widespread victimization of the city's poor is perpetuated by lack of information and ignorance of important facts about the consumer market. For this reason, there is some rationale for including a unit of this type for these children. However, there is some question about whether children this age would understand the language of

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1. Algernon D. Black, The First Book of Ethics, Franklin Watts, Inc., New York 1965.

this unit. It is also questionable whether this is a pertinent issue for seventh graders who are obviously not in control of the family's purse-strings - e.g. making a budget, paying the rent, installment buying.

Need for including the techniques of implementation

The need for including the unusual, unexpected and unconventional to capture the interest and imagination of the children has been recommended throughout this Curriculum Guide. However, how to implement this needs to be more carefully woven into the unit plan.

For example, the possibility of having the children visit a city agency or social service (such as the Welfare Department, a hospital emergency room) and then formulate their own social criticisms, should be explored. ("If I were the boss!")

Increase in critical thinking can be developed if some of the content of these units were presented in the Socratic question and answer style. Debating, open-end discussions a la Susskind, might provide the children with opportunities for formulating viewpoints and a social conscience of their own. For example, rather than the suggestion to discuss the functions of a housing inspector, the students might accompany one on his inspection tour and then check some time later to see if violations have been corrected.

Conclusion

While this section contains some useful new ideas for an appropriate social studies curriculum, caution should be exercised against vitiating the values of these activities by communicating these in a subtly patronizing manner or by unqualified statements that are alien to the realities of the life experiences of the children.

In addition, greater vitality should be incorporated into the suggested content by suggesting a large repertoire of dramatic actions in which the children can participate and from which the teacher can select those he feels are appropriate for this class.

MATHEMATICS

Summary

The mathematics curriculum is based on a "developmental approach" to mathematical thinking divided into four stages: (1) engaging in experiences, (2) thinking through, (3) computation and (4) problem solving.

The introductory section suggests several ways to organize and structure the mathematical program, bearing in mind some of the special difficulties some of these children have in this subject area. For example, the author describes the defect in time sense of children who have lived in regulated institutions. This defect is also prevalent in children who have led totally unregulated and chaotic lives.

The curriculum is divided into five suggested units: (1) Mathematics in daily living, (2) linear measurement, (3) geometric forms, (4) line graphs and (5) bar graphs. Each of these five units contains a description of specific objectives, problems related to daily practical living, provision for drill and suggested films.

The unit on "Mathematics in Daily Living" contains a variety of problems related to life in New York City. The unit on linear measurement includes a brief history of measuring units and suggests ways of developing a measurement consciousness. The unit on geometric forms contains some extremely colorful activities for sensitizing children to geometric shapes in their immediate surroundings (ice-cream cones, blocks, boxes, shapes of nearby buildings). The two units on graphs utilizes children's interest in sports in the suggested problems.

Suggestions for use of mathematics as recreation are included. Each unit suggests activities that incorporate thinking through of a clearly spelled out problem.

Evaluation

The familiar as motivation

One of the most effective features of these five units is the use of the familiar in the child's environment as motivation. Each time a new mathematical concept is introduced, it is in terms of an every-day concrete object. This not only makes the concept more personally meaningful but minimizes the anxiety evoked by new terms and difficult concepts. In addition, it capitalized on the special assets of these children in the visual sphere. Set within a framework of problems of shopping, buying clothing and working in the city, meaningful contact is made between children and curriculum.

In addition, the author presents the problems in simplified language in order to insure that these test understanding of mathematical concepts rather than reading ability. The inclusion of history of measurement touches upon how life problems were solved in different societies.

Supplementary concepts and suggestions

Numbers for economic survival

The history of numbers should be included as part of the background for the unit on mathematics in daily living. Such a lesson could be introduced and motivated by a question: How would you determine whether Tom or John had more baseball cards if there were no number system in the world? A historical review of how man handled possessions and records prior to the existence of the number system and how economic survival necessitated devising one, would help to tie the study of mathematics in with issues of survival and progress.

In studying money and money systems, it might be useful to trace the history of the barter system. Discussing such themes could be integrated with broader social concepts in the social studies program. Children could dramatize barter trade of toys and possessions. They can be made aware of the fact that some primitive societies still use a barter system and have managed to survive without evolving a monetary system. Older children might want to talk about what they anticipate doing with their first wages.

Weight as anchorage in space

The concept of "weight" could be taught along with linear measurement and time. Combined with linear measurement and plane geometry, weight as anchorage in space would be an important concept to include. The children might want to use different scales in and out of the classroom to illustrate concepts of weights and balances, e.g. doctor's office, spring scale, pediatrician's infant scale, public penny scale with fortune, grocers' or fruit-vegetable scales, chemical scales which weigh minute quantities of pharmaceuticals and medications. Riddles such as what weighs more, a pound of feathers or rocks, would be intriguing. The children could compose some of their own. The older children might be more interested in the body weight of famous athletes.

Time

The concept of time is included rather casually under "other topics." Time concepts should be greatly emphasized in all aspects of the mathematics unit and should also be presented as an additional separate unit. For these children who lack order and sequence in their lives, a familiarity with temporal concepts can help to provide a sense of rhythm and order to offset chaos. Those children who cannot tell time should be instructed privately. All the children could have the experience of examining different clocks, egg timers, interval timers (electrical and mechanical), in order to integrate the importance of the time element and time regulation in cooking, chemistry, travel, music and other important areas of living.

Train and bus schedules provide a built-in motivation for such studies. If the children are planning a trip from New York to Palisades Park, how often does the bus leave? When can we catch an express bus to get there faster? Under what circumstances would a local bus get us there faster? Using the TV guide the children might make up individual schedules of their favorite programs. What time is it in California when you are watching some program in New York? What time is it around the world? Study of different time standards should be included.

Classroom time sheets for chores and leisure might be devised. Time sheets are used in factories and other work enterprises. The children could make up their own time sheets to compute hypothetical daily, weekly and yearly salaries, learning to compute time-and-a-half for evening work and double-time for Sundays. Social and economic concepts could be introduced in terms of union pay scales for different occupations.

Mathematics in trip planning

The planning of class trips is an ideal way to incorporate mathematical concepts into the curriculum. Computing individual and total cost of carfare or tokens, distance to be travelled in miles or city blocks enhances the meaningfulness and practical application of numbers. In addition, such calculations and planning give the child a sense of mastery and control over life experiences, which is an important ego function that is missing in many of these children. Planning for parties and celebrations can also include direct purchases of food plus necessary measurement experiences in menu and cooking preparations, again connecting solving math problems with gratification and survival. Caution should be taken so that problem solving responsibility is not left to one or two children. Certain segments of the problem should be the responsibility of some children, others of different children.

Mathematics and recreation

Much gratification could be provided through an ample supply of commercial games involving mathematical and money concepts for this age group, such as Monopoly, Careers, Life, etc. Perhaps a specific time should be allotted for recreational mathematics, particularly since such activities tend to stimulate interest in improvement of skills. To supplement the unit on geometric forms there are three particularly ingenious solid plastic puzzles available commercially, Pythagoras, Cwazy Quilt and Hexe which utilize spatial relationships in mathematical concepts.

The fascination of these children with magic, luck and chance could be utilized through a variety of card games which would not only enrich the curriculum but meet important psychological needs. Card games which are based on the laws of chance should be part of the regular game hour. These games involve some skills and the laws of chance governing them would be of interest.

In addition, card games also represent a type of safely structured masculine warfare in which participants operate within the set rules of the game but where nobody gets hurt or punished for losing.

Most of these games are self-directed and require the barest minimum of teacher direction. Some of these games can be used by the child who wants to work alone.

Mathematics in current events

Teachers should be constantly alert when reading newspapers to those current events items which relate to mathematics such as newly designed computers, graphs and methods of measurement. New patents and inventions, particularly gadgets can be introduced.

Mathematics as occupation

Many simple office machines can be incorporated into a supplementary program of business and vocational training. Simple adding machines and comptometers can be used in the classroom. Linear measurement tools such as tape measures, dressmaker's chalk stick can be manipulated and used as part of the occupational education experience.

Testing

The sense of inadequacy and fear of failure rises to the surface in a subject area where there are clear and specific right and wrong answers. For this reason some of the therapeutic values of the proposed math program might easily be vitiated by testing programs which bring to the fore issues of failure and defeat in the competitive situation of testing which the child frequently sees as an evaluation of his worth or more likely worthlessness.

For this reason an additional section of the mathematics bulletin shouldbe appended exploring new ways of utilizing mathematics testing primarily as diagnosis. Testing should be carried out in special ways that play down the competitive factors and stress the helping factors of diagnosis. In addition, ways of respecting and protecting the privacy of the child's test results should be explored.

Conclusion

The series of five sample mathematics units are exceptionally well organized and built around familiar objects and meaningful life experiences in the child's world. Activities suggested are colorful and interesting, capitalizing on the visual and familiar. They are well integrated with the overall theme ofthe Resource Unit on city life.

Useful math learning can be accomplished through stressing the logic and common sense steadfast systematized laws of mathematics, which are impersonal and non-threatening even to these troubled children. The cause and effect framework for order and system inherent in mathematics can serve to enhance the security of these children. Knowing that they can acquire some of the keys to the order in the world can serve a therapeutic purpose for these children.

Another dimension to these excellent mathematics units could be added by a conceptualization of the specific psychological values inherent in these activities - such as, mathematics as a tool for planning and control of personal and social destiny, mathematics as key to the system of order in the world and mathematical games as playing with mystery and chance in the safe framework of the structure of "the rules of the game."

MUSIC

Summary

The author states the objectives of music education are the developing of aesthetic values, lasting appreciation and enjoyment. Socializing aspects of music classes and performing groups as democratic workshops are stressed. The author suggests creating interest by starting with music that the pupils obviously enjoy, such as a recent popular recording. He suggests ways of overcoming indifference or resistance to classical music. In time, all pupils should be exposed to all styles of music. Implementation of the music curriculum is suggested through a variety of singing, listening, creating and performing activities.

This very rich document concludes with a sample unit on "Music of the City" with an appended bibliography.

Evaluation

The suggested combination of approaches, bringing artistic achievements into the classroom and bringing the pupils out of the classrooms into the concert halls, together can create a very rich musical experience for the children. Combining music with dance can also provide opportunity for artistic expression. The suggestion to form a band of Latin American rhythm instruments could be particularly appealing to the children.

The music program certainly can help sensitize the children to the many sounds of the city, the tempo and rhythm of occupations. Making their own instruments might also be an activity of special value to these children. Learning to identify musical styles of different national groups would lend an enjoyable international flavor to the study of New York as a city of all nations.

West Side Story

Granted that the children do love this musical, the suggestion to have the children perform it does raise some questions. Studying and rehearsing roles over a period of several months in which gang warfare and the resolution of issues through violence is portrayed, may have some untherapeutic effects on the children. Also, having the school sanction the use of knives, even in a performance, is open to some question. Though somewhat dated, perhaps a musical like On the Town would serve the purpose of having the children produce a musical about the city without some of the potential hazards of West Side Story.

Conclusion

In all, this music curriculum suggests a wide range of enjoyable experiences in music. It is exceptionally well organized and contains excellent resource material for the teacher. Integration with the theme of the city is excellent.

ART

PART I: THE ART PROGRAM
PART II: ART IN THE UNIT -"WHAT IS A CITY?"

Summary

The art curriculum is presented in two parts: The Art Program and Art in the Unit - "What is a City?"

The first part contains a description of the therapeutic values of art for different types of emotionally disturbed children. The author seems acutely aware of the special characteristics and problems of each group and suggests a variety of flexible approaches to help each. He suggests numerous art experiences in the form of projects on the literal, expressive and fantasy level. He is aware of the difficulties to these children when there are shortages of materials, time and space and suggests an abundance of each to provide the necessary relaxed atmosphere in the art class.

The art unit "What is a City?" offers the children a rich vehicle of art experiences in which they can work freely with their choice of media and material. They are encouraged to express positive as well as negative feelings openly through the suggested topics City of the Past, Present and Future. Creative fantasy may be encouraged for some children, literal and concrete experiences for others. Opportunity to work alone is as acceptable as working on a group project.

The author suggests that an art program should not stress the teaching of skills (although this may be very satisfying at times), but rather should primarily be utilized to channel undesirable impulses into constructive activities. He suggests using the art program to encourage inquiry, spontaneity, curiosity through experimentation and discovery, integrating the experiences of seeing, feeling and reacting. Puppetry, clay, paints, crayons, scraps are all equally valid media for art expression.

The importance of flexible routines and permitting the necessary degree of messiness is stressed. He warns against vitiating the relaxing and therapeutic effects of the art program by demanding lengthy and compulsive clean-up periods.

The author concludes each section with a very thorough and extensive bibliography of books on art education, materials, techniques, processes, films and filmstrips for both teachers and children.

Evaluation and Supplementary Recommendations

A. Building in Precautions

Because of the difficulty these children have in controlling certain primitive impulses plus their need for immediate gratification, certain precautions have to be built into all aspects of the art program.

1. Awareness of temptations inherent in materials

Certain media such as clay and paint may have therapeutic values, but also lend themselves to regressive uses such as splattering and throwing. Glass jars and containers and certain tools are very tempting to use as missiles or weapons. To insure the physical safety of the group such supplies should be kept in closed cabinets when not in use. When in use the teacher should be alert to the potentialities for misuse.

2. Avoiding explosions through teacher's planning and dress-rehearsal of each project

Art materials should provide maximum opportunities for success and accomplishment. To avoid some of the unnecessary explosions of children due to the frustrations of broken tools, scarcity of materials and overcomplicated frustrating processes, the teacher should have his own private dress rehearsal of each project prior to class presentation. He should be thoroughly familiar with all of the materials, tools, processes and hazards involved. Broken crayons or an inadequate supply of staples has caused the disintegration of many a collage project in classes of emotionally disturbed children.

For these reasons the teacher should be aware of these possible pitfalls and try to prevent them in advance or be prepared to deal with some of the frustrations that may be inherent in inadequate skills or lack of familiarity with processes.

Ample varieties and quantities of extras should be available for each project for those who make mistakes or want to start over, for those who wish to make more than one product and for those who will deviate, experiment or use the materials for some other end product.

3. Avoiding pressure for interpretation

A skillful art teacher should not pressure or probe for interpretation of art work, as this tends to arouse fears of exposure, invasion of privacy and suspicion of the teacher's motives. He should neither excessively praise, criticize nor suggest changes in the finished product, but rather show interest, recognition and acceptance

4. Display of finished product

The teacher should be aware of the many sources of gratification and self-esteem involved in display of finished art products of all children. At the same time the privacy of the child who does not wish such display should be respected.

However, it is likely that the majority of children will at some point very much enjoy display of their art work not only in the classroom but throughout the corridors, auditoriums, lunchrooms. The walls of the entire school building can be decorated by children's paintings, collages, mobiles and sculpture. These creations, frequently changed, can be a source of great interest and pride to children who may never have experienced any sense of loyalty or group belonging. In addition, the creations of children will tend to remain more intact and unmutilated than other school property. However, in working with groups of emotionally disturbed children, a certain amount of destruction will invariably and inevitably take place.

5. Provision for taking home finished products

It is likely that the child will have a great need to keep and take home his own work, particularly in the early stages of the therapeutic program. Ownership and pride of possession, particularly for these emotionally and socially deprived children, will precede interest in decorating the classroom or school. Such priority of need should always be respected and the child should always be given the choice of keeping or displaying his work. The former need takes precedence over the more advanced stage of emotional development or group affiliation expressed in contributing to a public display.

Whenever possible projects should be of short duration so that the child can finish something at the end of the art period and take it home if he wishes. It must also be kept in mind that some children may find school a "safer" place for their possessions than their home.

6. A place of his own

To avoid many of the interpersonal irritations and frictions arising from overcrowded areas and working too closely together and to provide the child with a sense of privacy and belonging someplace in the school world, each child should be provided with ample workspace that is strictly his own, if this is possible. This spot should be labelled with his name and should remain inviolate. In addition, special provisions should be made for those children who require physical closeness or distance from the teacher for a maximum feeling of safety and relaxation.

7. Encouraging the fearful child

The children should be encouraged to express themselves through a variety of one, two and three dimensional media. The author rightfully indicates that some children either lack the inner resources and ability or are fearful of expressing themselves. Ample provision should be made for simple activities involving tracing of stencils, cutting out patterns, coloring or copying a picture, for the sheer satisfaction of achievement, particularly in the beginning stages of the art program. Copying a familiar painting that has been hanging in the classroom might provide such children with a pleasure they have never known in school.

8. Provision for individualization of needs in skills

While the author rightfully cautions against using the art program primarily as a vehicle for teaching skills, there is a place for technical instruction for certain selected children at some point in the program. For example, provision should be made for those children who might be interested in human figure drawing and would need and welcome technical instruction.

Supplementary suggestions

1. Photo albums. The sense of personal continuity in life might be enhanced by having each child make his own photo album and decorate this. Also, some children might like to take pictures of each other, the class and the teacher. Making photo albums is a favorite activity of this age group.

2. Cartoons and caricature

An unexplored vehicle for expression of social criticism through satire utilizing the good sense of humor of many of these children, would be the use of cartoons, comics and caricatures. A guest speaker and demonstration of how animated cartoons are made might provide a dramatic introduction for such a unit of art activities. How still pictures are used to give the impact of motion is of great interest to these children. Making their own cartoons and drawing a slide movie on their own home-made rollers would enrich the art program.

3. Art to develop pride in ethnic background

While trips to museums certainly have a place at some point in the art program, to round out the many therapeutic purposes suggested in this unit, trips to art exhibits by modern Negro artists should be supplemented. Exposure to beauty alone is not inherently elevating to the child unless it takes a form that is not further alienating to him. For this reason a visit to an artist's studio might provide the human link and identification models that should be incorporated into all of these learning experiences.

In addition,the non-middle-class values that are expressed in the choice of living and working arrangements of some of these artists would suggest a way of life and system of values that might be more acceptable than those suggested by the palace-like characteristics of a museum. It might suggest connections with a part of the world these children may never have been but which would perhaps make sense to them.

4. Integration of art with occupational education, math

The measurement and planning of picture frames for some of the art work of the children could be carried out in conjunction with the occupational education and mathematics program. In addition, this would expose the children to some of the vocational possibilities related to art work.

5. Art as non-judgment

Since no two art products are alike, no judgments can be made as to right or wrong, correct or incorrect. The art form is inherently non-competitive and not "charged" by the volatile and threatening superstructure of marks, tests or right answers. Individualization and self-realization through acceptance of uniqueness is built in.

When verbal communication is too hostile, anti-social, art can provide the necessary non-verbal release of inner tensions in acceptable form. When verbal communication is lacking, graphic expression may substitute.

Unique latent talents often unfold and can be utilized in the ego building process of rehabilitation. Undesirable impulses are channeled into constructive activities. For these many reasons, the art program often serves the additional function of leading to decreased resistance to academic learning and the development of interest in school.

Conclusion

The author has written a highly original well-documented art program containing a variety of pleasurable activities leading to self-fulfillment for the child. These activities are well integrated with the central theme "What is a City?" They have been developed with great insight and sensitivity into the special problems and needs of these children. Activities suggested incorporate the important therapeutic values of abundance of materials, time and space and of relaxing overhigh standards of order and maintenance.

Activities suggested are well geared to the specific child population. Ample suggestions are included for integration with language arts and social studies.

Teachers need only implement this program to provide an enjoyable and valuable experience of self-fulfillment for these children.

SCIENCE

Summary

The authors of the science curriculum have written a realistic and functional curriculum consisting of three sample units: (1) transportation, (2) communication, and (3) machines.

They indicate the necessity for careful selection and adaptation of the contents in view of the limitations of the pupils due to short attention span, difficulty in handling abstract concepts and deficiencies in reading and arithmetic skills.

They suggest a variety of teaching techniques to allow for pupil experimentation, manipulation of materials and participation in experiments and demonstrations. Safety precautions are stressed in view of the frequent unpredictability of the children's behavior and lack of judgment.

Evaluation

Level of difficulty

A series of demonstration experiments provide the framework for each unit. These have been carefully planned and amply diagrammed to enable teachers to present them in well-structured lesson form. Suggestions for integrating other subject areas into the science lessons and integrating science into the broader resource theme on New York City are included.

Despite the clarity of the experiments which center around topics of interest to adolescent boys (magnets, motors, steam engines), some of these seem to be rather advanced for seventh graders for whom this curriculum is being proposed. Since one of the objectives of the Curriculum Guide is to devise tasks in which the children can succeed, a possible second look at these units is necessary to single out the more elementary lessons for use by seventh graders while postponing some of the more difficult and abstract concepts for later school life.

Statement of interrelationship between topics

The interrelationship between the topics included in the three units is not sufficiently clearly stated. For example, why and how machines are necessary for transportation, why and how communication is dependent on machines and how all three serve man, should be presented clearly to the children.

Supplementary suggestion on communication

In the unit on Communication, utilization of the services of the New York Telephone Company is suggested through obtaining actual telephones for use in the classroom. The possibility of building a switchboard to demonstrate the intricacies and practical utility of principles of sound and communication should be explored. This would also provide the children with an opportunity to learn to operate this important communications instrument.

Including the natural world of living things

While the physical world is stressed in the three technological units, the natural world of living things is overlooked. Units on living things should be included. Provision for actual planting and gardening experiences, watching and recording growth and awareness of factors promoting growth, should be included. The need of living things for nurturance and the child's ability to participate in nurturing other forms of life, has valuable therapeutic implications.

A similar unit could be included through building an aquarium or fish tank. Tropical fish are hardy, thrive and produce young with a minimum of care. Useful information in biology, physics and chemistry can be conveyed. Why must tap water be "seasoned", temperature regulated and overfeeding avoided? What special controls help fish to survive? Breeding fish in an aquarium has universal appeal and adventure for all children. Such activities stress the power of the child in affecting perpetuation of life.

Use of small animals and pets such as turtles or birds in a science laboratory should be explored. However, the teacher should be alerted to the possibility of sadistic impulses coming to the fore. If such problems arise in the group, pets should not be used. However, for the most part these children tend to express their most gentle and tender side when dealing with forms of life which are more helpless than they are and over which they can exercise some control. The exception to this would be mice or other rodents which they must combat in their own homes. For this reason any rat-like creatures should not be brought into the classroom .

Including the human world.

While the suggested unit on communication includes use of diagrams or models of the human vocal cords, the ear and eye in connection with speaking, hearing and seeing, a more intensive study of the human body should supplement this. A unit on human anatomy and physiology should be included describing the body systems, organs and functions. Commercially made models of the human skeleton and brain are particularly fascinating for children to take apart and manipulate.

Many interesting scientific principles can be studied by looking into man's efforts to overcome physical limitations and handicaps. How do blind people learn to move around the city? Why do some blind people use dogs and others canes? What is a talking book? How does a hearing aid work? How do deaf people communicate? How does a physically disabled person use a prosthesis to do the job of a missing limb? All three units- transportation, communication and machines - can be related to problems and issues of the human condition.

Introducing human values, ethics and heroes of science

The cooperative efforts of scientists of all nationalities, colors and religions have led to major life preserving discoveries. The biographies, life story and human drama of the great scientists should be introduced to provide models of heroism and human courage.

As part of the drama of science as search for truth, the lives of the heroes of science should be included in the science curriculum. The need for human courage to introduce new ideas, dispel popular superstitions and make major changes should be interjected. Non-conformity in the service of human advancement is an important human value to include through presentation and dramatization of the personal struggles, defeats and victories in the lives of famous scientists.

Anthropology in the science curriculum

The "Report to the Superintendent of Schools, '600' Schools, Yesterday, Today and Tomorrow" which recommended this curriculum writing project, suggests the inclusion of the study of anthropology. Perhaps the science or social studies curriculum might include such a simplified unit adapted to this age level. Are there really race differences? What does "blood is thicker than water" really mean? What are some common superstitions of the children that can be discussed and scientifically explored? What do different people look like in our own city? Human differences around the world can be explored.

Science as recreation

Collecting things is of special interest to this age group and can be a source of many interesting boys' hobbies. Young minerologists might start a rock collection from our city parks while studying the geology of the city. A trip to the ocean can be planned to include collecting shells or driftwood for the art program.

Many science kits and commercial science games are available. Inexpensive chemistry sets in which the children can explore the mystery and magic of changing liquids from one color to another or transforming liquids to solids, would be of great interest and gratification to this age group. Microscopes, binoculars, telescopes to explore the mysteries of the unknown and unseen would be intriguing. Interest of all children in current events of the Space Age should be utilized. Car and plane models should be available for the children to construct and take home.

Conceptualization of therapeutic objectives of science

Many of these children lack a sense of order, routine responsibility and planning in their lives. Knowledge of the laws of science has particular value to the child through increasing knowledge and awareness of the order and balance in the universe. Day follows night, sun rises and sets, turmoil ensues when earthquakes, tornadoes and hurricanes create disorders in nature. The stress on man's capacity to use knowledge in the service of control over his own destiny has important therapeutic implications for these children.

Conclusions

While most of the stated objectives of the science unit are clearly implemented in the three proposed units, the major omission is in linking science with issues of human survival. Certainly these boys are interested in how to put together or take apart a motor or engine. They mightalso be equally interested in those aspects of science more closely related to the human condition.

In addition, more elementary and colorful units should be included for children who find these experiments and concepts too abstract and difficult.

HEALTH EDUCATION

Summary

The first section of this curriculum deals with the function of the school health service, i.e. appraisal, guidance and counseling, prevention and control of communicable diseases.

The second section deals with organization, methods and content of the hygiene curriculum divided into seven suggested units for the seventh grade: personal hygiene, nutrition, communicable disease, tobacco and smoking, alcohol, drugs, sex education and first aid. Recommended concepts and suggested activities are included for each of these units.

The curriculum concludes with a physical education program consisting of gymnastics, individual and team sports and a dance program.

Evaluation

The section on hygiene curriculum suggests selection of facilities, equipment and supplies to meet the special needs and interests of socially maladjusted children. However, the authors do not specify what these needs are and what special materials would be required. While they suggest using the problem solving specific samples of suggested problems are not included.

Need for techniques of handling behavior difficulties

This curriculum evades dealing with some of the major behavior and management difficulties that arise during physical education periods. While disputes are common in all children's games, there is a much higher incidence of temper tantrums, fighting and violence among these children. For this reason, a discussion of some of these volatile situations and suggestions for handling these should be included. A curriculum which avoids such issues is not helpful to the teachers who must face these problems each day in order to implement the curriculum.

Cautions in unit on sex education

While the interest of the adolescent in his own developing sexuality should be utilized and included in a therapeutic curriculum, teaching "sex facts" to these children may present many management problems. For this reason, only a very skilled and mature teacher should be selected for such an assignment.

Acting out behind closed doors

It is well-known among those who work with these children that some of the most devious and pathological transactions between them occur behind the closed doors of the boys' locker rooms. A Curriculum Guide for teachers should include an open discussion of these difficulties and recommendation for *providing a maximum of continuous teacher supervision*. A good deal of homosexual acting out is stimulated by the act of dressing and undressing for gym, the taking of showers before or after gym or swimming periods.

Sex and age-matched activities

Some of the folk dances suggested are extremely "sissyish" and feminine. Caution should be exercised in the selection of appropriate dances, *particularly in a dance period that is not coeducational*. Some of the more masculine dances such as the Russian Sailor's Dance or the all men's Greek Circle Dances and Horas would be preferable to the suggested polkas and tarantellas. They would constitute less of an assault on the strength, virility or manliness of these boys.

Supplementary recommendations

Since some of the individual and team sports proposed constitute an acceptable social vehicle for competition and masculine warfare, a complete therapeutic curriculum should include special techniques for utilizing the peer group itself to carry out "the rules of the game." These rules are of particular importance to this age group and an understanding and discussion of the "fairness" or ethics would be helpful.

Baseball should be added to the list of suggested sports for a seventh grade class of boys.

Expanding the range of physical education beyond the walls of the gymnasium

The possibilities of moving physical education activities beyond the confines of the gymnasium or yard should be considered. Roller skating, ice-skating, hikes, climbing in the parks and some of the typical camping activities which some of these children may never have had, such as archery, horseback riding, ping pong, badminton, should be tried.

A recreation and quiet game room for those who would prefer to choose more subdued activities such as table games, chess, Monopoly, checkers, scrabble, construction sets should be available. Some children may prefer being away from the group at times for a variety of personal reasons. Such a preference should be respected and the availability of these alternatives would be part of a therapeutic program. In addition, such games rightfully constitute part of the recreational function of physical education, though they are not overtly physical.

The possibility of leaving the school open after school or on Saturdays for such recreational pursuits and club activities might also be considered.

Conclusion

While the health education curriculum contains many suggestions for implementing a physical education program for this age group, some of the crucial issues of management have been omitted. Evasion of these issues will make implementation more difficult, while frank discussion by teachers of these admittedly difficult problems, would lead to a more practical therapeutic curriculum.

OCCUPATIONAL EDUCATION

Summary

This section describes in detail a proposed three-year program of occupational education designed to provide the child with opportunities for exploring six broad industrial areas: transportation, communications, textiles, food processing and service, office machine operation and office practice, and building construction. It is built around these six major industries in New York in order to provide a realistic and meaningful occupational structure for the child. While participating in significant learning skills in the here and now, the child can at the same time plan future occupational goals.

The major significant innovation proposed in this section is to arrange a full day in the shop each week in order to reduce time wasted in obtaining and putting away supplies as well as to provide for realistic integration of other subject areas into the occupational education program.

Evaluation

Suggestions are made throughout these six units for integrating the occupational program with each of the other major subject areas. The program is designed to supplement and be supplemented by the academic program. The suggested occupational education program provides an orientation towards a variety of promising and practical skills in preparation for future life work.

The change in name from the antiquated "shop" or "industrial arts" represents a shift in orientation in the direction of attempting to make the goals more meaningful and realistic to the child. The tone and orientation of this document is unusually intellectual for this subject area. The many satisfying experiences proposed should certainly significantly alter resistant attitudes of the children towards more formal aspects of the academic curriculum.

1. Proposal for a full day a week in Shop

A full day of occupational education certainly has the obvious advantage of avoiding much wasted time in preparation, distribution of materials and cleanup. Under the traditional arrangement of one or two periods a day of shop, little time was left for the work itself. However, the values of such a full-day program must be weighted against the possibility of loss of interest through overtaxing the child's attention span. Six hours at a time may be too much for some children and give rise to a multitude of behavior problems.

This innovation in programming is well worth trying but with the understanding that it should be sufficiently flexible to allow for special scheduling arrangements for those children for whom this plan is found to be unsuitable.

2. Priority of unit on food processing and service

Working with food is particularly gratifying to these children. In addition, it involves mastery of a vital skill that is necessary to survival and also offers the possibility of economic and social prestige.

Children should be provided with opportunities for cooking and catering for themselves and for other groups in the school. The esprit de corps that accompanies cooking or baking for the class or for the entire student body at holiday times or festive occasions can be extremely rewarding and ego-building for the children. In addition, the finished product often involves combined knowledge and application of science, math and art. It is therefore suggested that the unit on food processing, service and catering be offered to the children in the first year of the therapeutic program as it offers the most gratification in terms of primary emotional needs.

3. Suggested sequence in terms of priority of survival needs

The sequence for exposure to each of these six occupational areas is not clearly spelled out. Since food, clothing and shelter represent primary needs, perhaps these three areas should precede transportation, communication and office practice.

4. Building in structure to avoid explosions

It can be anticipated that the difficulties of these children in waiting and their low frustration tolerance will lead to increased volatility during periods when they are waiting for further instructions or supplies. It is suggested that large self-instruction charts be displayed showing the sequence of steps in each work process. In addition, necessary extra supplies should be within reach and available to the children. Also, the particular need of this age group for a "chum" or "buddy" might be utilized by having the children work in pairs or form partnerships in certain selected shop activities.

5. Building in precautions in making trip arrangements

This unit suggests planning trips to shops, plants and offices as frequently as possible. Included in such trips are opportunities for chatting with adults on the job. However, teachers must do considerable planning beforehand to make such interviews maximally useful as well as to avoid destructive encounters with adults who may be hostile to these children. The teacher must be prepared to deal with some of the negative effects if such untoward incidents should occur.

6. The need for collecting

Children of this age group, particularly deprived children, have a great need to collect things. The acquisition of free samples can be part of trips to plants and factories as part of the food processing unit. Bond Bread, Sunshine Cookies and Hershe y's Chocolate Company will provide generous amounts of edible samples for visiting children. Many owners of textile and dress plants have been known to contribute cartons full of scraps of raw and finished products such as belts, ribbons, outdated samples or at times bales of fabric. The children can bring these back to the shop to make clothing for themselves or members of the family as part of the textile unit.

7. Expanding occupational education to include white collar jobs

The inclusion of an area in office practice and skills represents a giant step forward in the concept of occupational education for these children. Many of them have a restricted vision of themselves, seeing their futures only as manual laborers.

The opportunities for advancement in the many office trades should be made available to this population. The suggestion in this unit to include typing in the curriculum should be made absolutely mandatory for all "600" school children. Not only is this vocationally useful but it constitutes an excellent teaching technique in all language arts areas. The Training Section of the I B M Company sponsors free demonstrations and training programs in the use of many new office machines. The occupational education teacher can arrange for such demonstrations.

8. Expanding occupational education to service fields

The scope of training for these children should be expanded beyond manual or technological skills. Hospitals, welfare organizations, community agencies and schools need service assistants of all types. Wherever feasible some of these boys might be apprenticed as laboratory assistants, hospital aids or a host of other white collar "internships." (See Chapter V of this Evaluation Report - The Human Service Centered Curriculum).

9. Inclusion of cooperative work program

The possibility of cooperative planning between school and industry representatives to provide part-time or week-end jobs related to skills being taught should be explored. Guidance personnel can help select children and make necessary arrangements for such after-school apprenticeships in collaboration with the occupational education teacher. The possibility of having each school conduct its own employment agency for graduates has many possibilities in terms of incentives and practical goals for the children.

10. Determining vocational aptitudes

The use of the facilities of the Vocational Rehabilitation Administration for a program of aptitude testing on a permanent basis should be investigated. Results of testing can be fed back to the school with an eye to individualized vocational guidance as well as the long-range purpose of continuous revision of the Occupational Education curriculum to bring it into closer alignment both with the needs of the employment market and the aptitudes of the children.

Conclusion

The Occupational Education section suggests an important key to curriculum for these children. The imaginative, dramatic and daring teacher can skillfully integrate almost all other curriculum areas with these shop experiences. In addition, the opportunity to work cooperatively with others under the guidance of a skilled teacher can help the child with difficulties in interpersonal relations which might otherwise hinder his future job life.

To complete this very well-organized presentation, a suitable bibliography of reading materials and films for teachers and children should be appended to this unit.

This program represents a promising new direction for organizing a suitable life experience curriculum for these children. The results of a similar program recently initiated in the San Francisco Bay area and built around an occupational education core should be explored.

AUDIO VISUAL

Summary

This extraordinary section of the Curriculum Guide is devoted to a unique proposal to have the children produce their own film about life in New York City.

It is based on the premise that pupil-created materials and activities, particularly in the audio-visual sphere, will have a far greater impact on the acquisition of skills, positive growth of social relationships, and outlook for future life work, than teacher-created materials and activities.

Structure of audio-visual proposal

The proposed audio-visual program is divided into three sections: (1) planning for and producing an original film entitled "The City is People," (2) photographic skills and integration with other subject areas and (3) equipment necessary for the first two sections.

Preparatory steps to the actual filming are carefully outlined and well detailed. Visits to all parts of the city where people of different nationalities live and work are suggested. Interest in the history, culture and family life of various ethnic groups is stimulated by these visits. The children themselves will plan, write the script, film, act, direct, cut and edit, direct the lighting and arrange the final public showing.

The finished movie will be a cross-section of the lives, desires, problems and feelings of these children. They will be the stars. The production of the film provides for integration of all subject areas as they are needed to solve problems of production, without the anxiety producing elements of scheduled classroom assignments and evaluations through tests. The film cuts across all academic areas, encompasses the entire school life of the children and in fact, becomes their entire school life during this time.

The section on Photography includes suggestions for using the processes learned in the actual movie making to create slides, stills and film strips. All the necessary technical information including how to operate the equipment, where to obtain each item of supplies and how to set up and equip a darkroom are contained in the final section on Equipment.

Evaluation

This propsal suggesting that the children produce their own documentary film about New York City is truly one of the most remarkable in the Curriculum Guide. The experiences suggested are not only concrete but highly exciting and vital, building in every conceivable motivation for participation. The non-verbal message of faith is powerful, if only in the act of giving these children these extremely expensive movie machines to operate. It communicates without elaboration the belief of the teacher in the vast store of untapped creativity and constructiveness in these children.

The detail with which the authors have spelled out each step necessary for such a film production is extremely helpful to teachers, even the least creative ones. The emotional and education values for the children are infinite.

There are no supplementary recommendations to this superbly written, vivid and insightful document.

GUIDANCE

Summary

This 64-page chapter stresses the importance of incorporating an emphasis on remotivation and guidance throughout all aspects of the "600" school program. While special services are provided through guidance counselors, remedial teachers, psychologists and social workers, the classroom teacher is the primary guidance worker. Because of the small classes, flexible curriculum and supportive services, the teacher is enabled to perform a major guidance function. This consists mainly of establishing a classroom environment in which the pupil can find comfort, safety, stimulation and maximum opportunities for achievement and progress.

The author summarizes the major functions of the classroom teacher as providing support, interest, protection and acceptance. At the same time he stresses the need for all staff members to perform a guidance role in relation to the children.

Suggestions are made for dealing with problem behavior in the classroom such as bizarre dress, contraband, fighting, lying, obstructing the learning process, profanity, sexual problems, smoking, stealing, truancy, lateness and vandalism.

The final section of this chapter outlines the role of the guidance counselor in screening and orientation, helping the pupil adjust to the school, individual and group counseling, career planning and follow-up, consultation with teachers, parents, Bureau of Child Guidance and social agencies.

Evaluation

The Guidance Section attempts to tackle some of the most difficult issues confronting teachers in dealing with the problem behavior of these children. It suggests directions for implementing a mental hygiene approach to them. While explaining a good deal of the misbehavior of the children in terms of unfulfilled needs for attention, mastery and relationship, the author gives ample recognition to the understandability of teachers' reactions of anger to such behavior. At the same time he cautions against retaliation.

Supplementary suggestions

Need for careful selection of teacher models

Since the teacher has the major task of dealing with the multitudes of anxieties, needs, disturbances manifestations of difficult behavior and resistance to learning characteristic of these children, utmost care must be given to selection ot teachers who can have the most beneficial influence on the child. Since the classes are smaller and more informal, an intimate relationship is established. The teacher's personality has a powerful impact in determining the emotional climate of the classroom.

Recommendation

For these reasons it is particularly important that the hiring and placement machinery of the Board of Education provide for careful selection of teachers. Applicants who have a fairly low level of anxiety, a sense of humor, a good deal of human warmth, capacity for generous giving and an ability to accept and withstand the child's hostility without will-power battles, should be sought. Firmness and strength, technical skill in management and limit-setting are equally vital characteristics.

It is of crucial importance to screen out teachers with strong overt or covert prejudices against Negro and Puerto Rican children. Such prejudices sometimes take the form of punitive attitudes expressed through puritanism or very high moral standards, or conversely, lowered teaching standards based on the attitude that "these children can't learn" for whatever reasons. Such teacher attitudes frequently result in the familiar vicious cycle of the self-fulfilling prophecy of failure.

Some provision for removal or transfer of unsuitable teachers has been built into the personnel practices of the "600" schools. The machinery for arranging the transfer of such teachers should be kept reasonably free of the usual red tape, while at the same time guaranteeing protection of the tenure and professional rights of the teacher.

This is especially important since the major tool for changing anti-social behavior is the presentation by the teacher of model of personal integrity and high ethical standards. Violence, vandalism, stealing and lying can be influenced mainly by the teacher's own attitudes and behavior. Any form of corporal punishment (including those practiced behind the scenes) must be clearly prohibited in the "600" schools. In the conflicts between teacher and child the teacher must use other means of resolution. In this way he sets an example for identification and communicates an important subtle message.

Need for specific techniques of control of aggressive behavior

Setting appropriate limits and classroom controls for these children is a primary function of the teacher. Without it no other function is possible. For this reason, the Guidance chapter should include some suggestions for methods of individual and group control.

Prevention is by far the most powerful method of control. Specific methods of prevention through physical arrangements, careful selection of materials, abundance of food, programming and timed interventions into unwanted behavior, should be specifically outlined. Techniques for dealing with outbreaks of physical violence, such as instant removal of major offenders, should be included in this section. Since control is the most important function of the teacher in establishing a suitable learning environment for the children, judicious techniques of control should be suggested in this Curriculum Guide, implemented by examples of classroom transactions.

Establishing a moral code in the classroom

In the course of structuring and setting limits in each classroom, it is important that a clear-cut and simple moral code be established that is enforced by all staff in their communications to the children.

Such a code should center around the prohibition of actions which are dangerous to self or others.

In enforcing such a code, acts of violence, use of weapons, vandalism, as well as illegal acts such as smoking in school buildings, must be measured and dealt with in terms of the degree to which they violate this basic code. In this context, a casual attitude toward minor mischief is effective in dramatizing and establishing this central moral code, particularly when such mischief is self-limiting, non-contagious or represents an effort to seduce the teacher into a power struggle. Fritz Redl[1] refers to this as "planned ignoring" or the "strategy of non-intervention."

Concurrently, a very firm stand must be taken against dangerous and brutal deeds with appropriate reactions and consequences following. These consequences must always be administered in a manner that clearly conveys a purpose of enforcement rather than punitive retaliation. "This is how I help you to control yourself," or "This is how I protect children from danger," rather than, "This is how I even the score between us," or "This is how I hurt or punish you in retaliation for having made things difficult for me."

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[1] Fritz Redl, Controls from Within, Free Press, Illinois, 1957.

In the context of graphically demonstrating what is clearly prohibited because it is dangerous, it would seem that relatively minor issues such as inappropriate dress (P. 19 - Chapter on Guidance) should be minimized. Certainly there is a wide range of what is considered acceptable dress in terms of different community mores and adolescent styles.. Unusual dress or even bizarre dress would seem to be a relatively safe way for many children to express adolescent rebellion. Many a fashionable middle-class private school permits children to wear clothing which is suggested as inappropriate in the "600" schools. In addition, the statement, "A person who dresses acceptably and neatly, usually feels acceptable and neat," is open to some question.

On the whole, this aspect of the child's behavior should be relegated to minor ethical importance, particularly as it bears no direct relationship to the basic moral code of prohibiting actions which are dangerous to self or others

Need for sensitivity to issues of race

Teachers should be aware of and sensitive to the anti-white component of many anti-teacher attitudes of Negro children. Such feelings often form barriers to communication which the teacher frequently misinterprets as being an expression of the child's "non-verbal" qualities. Often mere awareness and recognition of these feelings, acceptance and acknowledgment by the teacher, serves to reduce the child's sense of alienation and takes the edge off his hostility.

Conclusion

The most difficult and controversial issues in guidance of children's behavior have been discussed in the Guidance section of this Curriculum Guide. Since the teacher is the key guidance worker he should be carefully selected to provide a suitable model for children. The Guidance Section should include some suggestions for ways of handling aggressive behavior in the classroom. Some of these have been suggested in this supplement. Important moral issues should be handled in the classroom. For this reason greater spelling out of techniques for teachers is necessary.

CHAPTER V

SUMMARY, GUIDELINES & CONCLUSIONS

A. Summary of Evaluation

The underwriters of this project set out to write a sample Curriculum Guide for teachers in the "600" schools. The purpose of this guide was to suggest a wide range of learning activities that would be most effective in engaging the child population in the "600" schools in a maximally successful learning experience. Teachers could then select from these activities those that would be most suitable for the particular class.

A central Resource theme was selected called "What is a City?" This seemed to be a suitable and lively choice of theme. Curriculum content was geared to the seventh grade as this grade seemed to represent a particularly crucial academic juncture for these children. The curriculum content in most of the subject areas was integrated with this central theme.

The major shortcomings discussed in this Evaluation Report centered around the absence of sufficient psychological sensitivity to the emotional impact of some of the curriculum content.

Implementation of all of the curriculum suggestions is highly contingent on the teacher's skill in classroom management. A second shortcoming of this Curriculum Guide was the absence of techniques for handling difficult behavior. Since the children have been referred to the school because of this behavior, an important function of the proposed curriculum should be the inclusion of specific ways to deal with such behavior in a therapeutic manner.

A detailed critique of the content of each subject area is contained in Chapter IV of this Evaluation Report.

B. Some Guidelines for the Future

1. Human Centered Curriculum

Curiously enough, while some of the major difficulties of these children lie in the area of interpersonal relationships, at the same time some of their major strengths lie in their perception of people, talents for leadership, creativity, humor, showmanship and flair for dramatization.

To serve an additional rehabilitative function, it is suggested that all areas of curriculum stress the human element - language arts, social studies, physical education, science, the arts.

The document proposing this Curriculum Project[1] suggests incorporation of a beginning simplified curriculum for junior high school and high school students in psychology, anthropology and ethics. This has not been translated into the current Curriculum Guide. It offers some rather interesting possibilities for curriculum for these children.

The mystery of life, the human drama can be a powerful motivational and rehabilitative instrument for these children.

a. Service as a therapeutic tool: While many of these boys present a very "tough" exterior, a tenderness for those more powerless than they are is often present. It is fascinating to observe violent and acting out children who are often destructive, cruel and abusive to each other and to adults, show extreme gentleness, affection, protectiveness and self-control in the presence of younger children. These boys behave at their best when they are in charge of younger children. Obscenities and fighting are curbed in their present. ("Don't do that now, you'll scare the kid!")

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[1] Committee Study June 1964 to February 1965, A Report to the Superintendent of Schools, Board of Education of New York City, "600" Schools, Yesterday, Today & Tomorrow.

The building of feelings of tenderness in an activity involving caring for others would seem to be a possible antidote to the "grab what you can" "kill or be killed" laws of the jungle by which many of these children have learned to survive.

Recommendation:

1. The possibility of placing certain selected children in a helping relationship with pre-school children (Head Start programs) should be explored. Such a service action is not only extremely gratifying but could fulfill the crying need of these children for some collective purpose, while fulfilling some of their adolescent power needs (to be the boss). It would provide the child with some sense of his connection with others, control over his own destiny and those of others, the absence of which is part of his sense of failure, powerlessness and anti-social attitudes. It would help him to see himself as a member of the world of "good" people.

2. Payment for human service. As part of such an experimental project, the school system might well

consider the possibility of arranging for these children to be paid for serving in an assistant professional capacity in such pre-school programs. This would also capitalize on the self-interest needs of the child through an activity in which caring for another is not antithetical to or mutually exclusive of caring for the self. All of the helping professions - teachers, doctors, lawyers, psychologists, are paid for their services to people.

Such a program might also prepare students for a possible future occupation. Too often the child tends to see himself only as a future blue collar or manual worker. The new trend of mental health, social and educational agencies to experiment with the use of non-professional persons in direct service roles as case aides to qualified professionals might in time provide new job possibilities for these children. Older children might serve as teacher-aides in pre-school programs. Serving as a "Big Brother" to a younger child might fulfill a variety of unmet needs of these children.

In these ways, the school program could serve as a "counteragent against wrong life situations, as concession to human rights, and in the service of socialization."[1]

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[1] Fritz Redl & David Wineman - Children who Hate

Beginning with the child's need for gratification derived from "achievement or mastery, affiliation or positive emotional response from others, utilization of power motive (having influence over another person)"[1], such activities could be a powerful emotional tool in the child's rehabilitation.

Precautions must be built into such a program to select those children who are ready for this experience and exclude those for whom this might prove to be a destructive experience. In addition, for many children any kind of service may be seen as a deprivation to themselves. For such children perhaps a longer stage of gratification on an earlier level might be necessary during the first stage of their rehabilitation.

Recommendation:

1. *Programmed instruction based on awareness of psychological disabilities and remediation of academic disabilities:*

To supplement the proposed life experiences in the Human-Service centered curriculum, the possibility of writing new programmed instructional material in reading and mathematical skills should be explored. Such material should be specifically geared to and based on an understanding of the cognitive styles of these children. It should be built around specific academic disabilities and be prescriptive in nature.

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[1] Joseph Veroff, "Theoretical Backgrounds for Studying the Origins of Human Motivational Dispositions," Survey Research Center, University of Michigan, Ann Arbor, in press for Merrill Palmer Quarterly.

While those who have worked with these children find that they have a long attention span for activities meaningful to them, strictly academic exercises frequently meet with resistance expressed by short interest span and negative attitudes. Anti-learning feelings rise to the surface during such activities. Impulsivity and violent coping mechanisms are expressed openly.

The advantages of selected programmed instruction for certain children consist mainly of:[1]

a. avoidance of negative teacher-child interaction through removal of negatively tainted teacher, thus reducing the possibility of volatile interpersonal explosions during learning periods.

b. built-in success and self-competition through which fear of failure and exposure is avoided.

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[1] Bureau of Educational Research, University of Denver, School of Education, Denver, Colorado, Rocky Mountain School Study Council, Guidelines for Selection of Programmed Materials, 1961

c. organization of material based on diagnosis of learning difficulties, recognition of individual differences, prescriptive teaching and appropriate pacing adjusted in form and content to the learner.

d. continuous active student response involves learner in active rather than passive participation.

e. immediate knowledge of results thus providing reinforcement of correct responses and gradual elimination of wrong responses.

f. use of spaced repetition in a variety of ways.

Unfortunately, there are very few materials available that are particularly geared to these children. However, some children should be selected to try out those programmed instructional materials that are currently available until special materials are dufficiently developed.

C. Proposals for teacher training

Collaboration with the academic community is necessary both for pooling of current knowledge as well as for training of the future teachers of the "600" schools. The cleavage between educational theory and practice is represented in the common complaint of graduate students in education as well as practicing teachers, namely that what they have learned in the education courses has nothing to do with the practical requirements and needs of life in the classroom.

Greater collaboration between the public school system and the academic community through the departments of special education would mutually enhance the progress of each service and the quality of special education.

1. Setting up demonstration classroom

The "600" schools should be used for training young teachers before they embark on their teaching careers. A demonstration classroom should be built in a well selected classroom with a "master" teacher. Provision for transmission of sound from the classroom to the area in which student observers are seated can be made. Another possibility would be the use of closed-circuit TV.

Graduate students in special education would have an opportunity to observe the children and evaluate the techniques of a selected group of "master" teachers. This would do a great deal toward making the "600" schools a center of future educational innovations.

2. Establishment of curriculum reference library

It would seem that the Bureau for Socially Maladjusted Children would be the logical center for the establishment of a library of reference materials for teachers of these children. The vast volume of material on the disadvantaged and emotionally disturbed should be brought together and made available to teachers assigned to these schools.

In addition, a special children's library with reading materials that are especially selected as being valuable for these children, should be established.

A historian should be appointed to collect such material including reprints that are difficult to obtain. What works and why it works for these children should be gathered and made available to the staff.

D. Need for administrative flexibility and revisions

Many changes permitting wide flexibility in grouping, scheduling and teaching will be necessary to implement some of the proposals in this Curriculum Guide. Administrative changes should be considered which would permit greater physical movement of the children outside the confines of the classroom. Certainly the very excellent proposal of the Audio Visual section to have the children make their own film of city life would require great flexibility of certain procedural regulations.

Perhaps a review of those procedures prohibiting the school from engaging in profit-making activities should be considered in terms of the possible values to the children of having them run their own sales, selling tickets, charging for exhibits, all of which might be worthwhile practical and social experiences.

A movement away from departmentalized subject areas toward more all-inclusive, comprehensive classrooms might also be considered. Team teaching could supplement the program where teachers' skills are inadequate.

CONCLUSION

This project was initiated in an effort to redesign the current school curriculum for the "600" school population of New York City. It represents a serious and conscientious effort on the part of the dedicated leadership of the "600" school system to cut through and alter the self-fulfilling prophecy of personal and social failure of children and teachers in these schools.

The activities suggested should certainly provide the children with gratification through social rather than anti-social behavior. They are active learning experiences which can improve the child's sense of self-confidence through constructive achievement.

In addition, the Curriculum Guide suggests many excellent activities to help these children master the skills necessary for future school progress and vocational success.

This project marks the beginning in a series of long range attempts to plan programs to help these children more effectively. The large volume of suggestions can provide teachers with the opportunity for making choices that are suitable for each class.

The production of this tremendous volume of material within the brief period of one summer is quite remarkable. It is the result of the devotion to and optimism about these children by the staff, and particularly of the energies, patience and organization of the enthusiastic Project Coordinator, Mr. Sidney Lipsyte.

Respectfully submitted,

Rosalyn S. Cohen